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ABSTRACT

This guide initiated by the Area Media Committees for the state of Georgia provides a description of the role of the community in the development of school media programs as well as the responsibilities of educational personnel, including the superintendent, system media contact person, media coordinator, curriculum coordinator, system media committee, principal, school media specialist, instructional staff, building media committee, media paraprofessional, and media aide. These descriptions are not meant to be used as evaluative tools, but rather to prescribe appropriate activities. The intended audience includes: (1) individuals wanting to examine their particular role in the development of a media program which is integrated with the instructional program; (2) administrators seeking to hire competent employees; (3) educators trying to identify staff development needs; (4) local board members wanting to understand the complexities of media program development; (5) media specialists defining job expectations; (6) media committee members seeking orientation to their new role; and (7) college faculties adapting training programs to meet today's needs. Lists of members of the Area Media Committees are provided for the years 1980 through 1985 and a map indicates the geographical locations of the six areas. (MES)

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Roles in Media Program Development: School and Community

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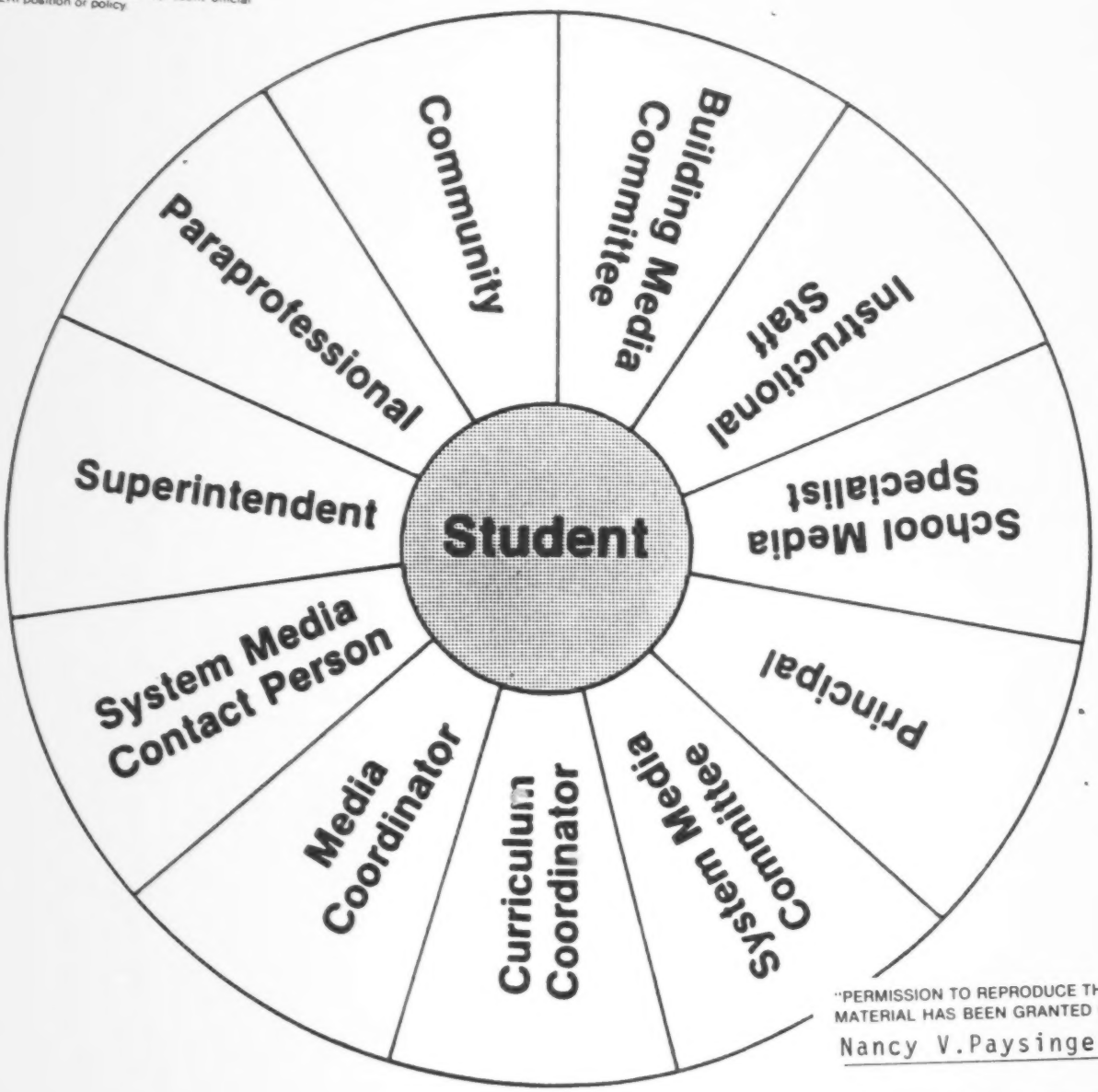
Initiated by the Area Media Committees

Revised Edition



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PREFACE

Educational roles are always interrelated and complementary. Effective media program development is dependent on these characteristics. Through cooperative efforts of educators, students, parents, and the community, the most effective and relevant media programs can be developed. In this effort, administrators who clearly state expectations for the media program can provide the leadership needed for innovative development. Curriculum and instructional personnel who explicitly define student outcomes can establish a basis for optimum use of media. Media personnel with professional expertise can organize for appropriate selection, effective utilization, efficient organization, and open access to resources and facilities. Members of the community can contribute to the planning process by helping to shape the program according to community characteristics and by interpreting the media program to others. The interrelationships necessary for successful program development are apparent through the descriptions in this publication. Each role has unique responsibilities and it requires contribution from all for adequate development.

In this revised edition, the following positions are included: superintendent, principal, system media contact person, media coordinator, media specialist, curriculum coordinator, instructional staff, system media committee, building media committee, media aide, media paraprofessional, and community. As you use this publication you will notice that some responsibilities are repeated in several roles, such as the statement, "interprets the media program to the community". That particular statement appears as a responsibility for the superintendent, principal, media coordinator, and media specialist. This is not intended to create an "everyone responsible--no one acting" situation, but rather to stress the interrelationship of roles.

These descriptions are not intended to be used as evaluative tools, but rather to prescribe appropriate activities. It is believed that this document will be useful to: (1) individuals wanting to examine their particular role in the development of a media program which is integrated with the instructional program, (2) administrators seeking to hire competent employees, (3) educators trying to identify staff development needs, (4) local board members wanting to understand the complexities of media program development, (5) media specialists defining job expectations, (6) media committee members seeking orientation to their new role, and (7) college faculties adapting training programs to meet today's needs.

Roles in Media Program Development: School and Community represents the collective ideas of past and present Area Media Committee members. The committee members who served during the 1980-81 and 1981-82 school years were the first to see such a document as essential in extending media program development. Subsequent committees have reacted to drafts as revisions of the document have been prepared.

AREA MEDIA COMMITTEES

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Betty W. Spaid, Candler County Schools
Pat Stoner, Appling County Schools
Jo Ann Johnson, McIntosh County Schools
Nell P. Veale, GLRS, Coastal Georgia Center
Jim L. Darby, Brunswick-Glynn County Regional Library
Constance K. Brubaker, Georgia Southern College

Area II Membership and Agency Affiliation:

Carol Purvis, Thomas County Schools
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Larry Aultman, GLRS, Southwest Georgia Center
W. T. Johnston, Coastal Plain Regional Library
David L. Ince, Valdosta State College Library

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Horace E. Tate, National Commission on Library & Information Services

Area V Membership and Agency Affiliation:

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Emily H. Anthony, Northeast Georgia Regional Library
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Jo Ann Johnson, McIntosh County Schools
Nell P. Veale, GLRS, Coastal Area Center
Jim L. Darby, Brunswick-Glynn County Regional Library
Constance Brubaker-Adler, Georgia Southern College

Area II Membership and Agency Affiliation:

Carol Purvis, Clarke County Schools
Franklin L. Pinckney, Waycross City Schools
Barbara W. Coburn, Dougherty County Schools
Miriam W. Malcolm, Fitzgerald City Schools
Clora Williams, Terrell County Schools
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Larry Aultman, GLRS, Southwest Georgia Center
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Area III Membership and Agency Affiliation:

Warren M. Alexander, Dooley County Schools
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Donna Silberman, Taylor County Schools
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Margie Oliver, GLRS, West Georgia Center
Leroy C. Childs, West Georgia Regional Library
Nancy Bessler, West Georgia College
H. M. Fulbright, Georgia Association of Educational Leaders

Area IV Membership and Agency Affiliation:

Kathryn M. Shehane, Douglas County Schools
Snell Mills, DeKalb County Schools
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Jeri Hall, Fulton County Schools
Van Shigley, Douglas County Schools
Stanley R. Wrinkle, Cobb County Schools
Katheryn B. Bush, Georgia Learning Resources System
Mary Louise Rheay, Cobb County Public Library System
Venable Lawson, Emory University
Kathy Brock, School and Children's Division, GLA
Dorothy W. Blake, American Association of School Librarians
Mary Jo Boyd, Library Services and Construction Act Council
Charles Beard, Georgia Library Association

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Nevin Jones, Floyd County Schools
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Dorothea Goodloe, Clarke County Schools
Sylvia R. Pound, Polk County Schools
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Gwendolyn B. Mundy, Hall County Schools
Jerry Cleveland, GLRS, North Georgia Center
Emily H. Anthony, Northeast Georgia Regional Library
William E. Hug, University of Georgia
Bettye Thompson, Clarke County Schools
Ethelene D. Jones, Georgia Library Media Department/GAE
Jane Bandy Smith, University of Georgia

Area VI Membership and Agency Affiliation:

William P. Johnson, Laurens County Schools
Terry Cheek, Screven County Schools
Elizabeth L. Johnson, Richmond County Schools
Judy R. Bennett, Emanuel County Schools
A. Joe Owens, Baldwin County Schools
Joan B. Holmes, GLRS, East Georgia Center
Wanda J. Calhoun, Augusta Regional Library
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Faye Waugh, GLRS, Southeast Center
Jim L. Darby, Brunswick-Glynn County Regional Library
Jack Bennett, Georgia Southern College

Area II Membership and Agency Affiliation:

Tom W. Wommack, Colquitt County Schools
Franklin Pinckney, Waycross City Schools
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Jean M. Callaway, Pike County Schools
Mary Yeomans, GLRS, West Central Center
Leroy C. Childs, West Georgia Regional Library
Priscilla Bennett, West Georgia College

Area IV Membership and Agency Affiliation:

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Snell Mills, DeKalb County Schools
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Van Shigley, Douglas County Schools
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Katheryn B. Bush, Georgia Learning Resources System
Mary Louise Rheay, Cobb County Public Library
Charles Beard, Georgia Library Association
Jane Morgan, Georgia Library Association
Venable Lawson, Emory University
Gordon Baker, Georgia Library Media Department/GAE
Mary Jo Boyd, Library Services Construction Act Council
Dorothy Blake, American Association of School Librarians
Kathy Brock, School & Children's Division/GLA

Area V Membership and Agency Affiliation:

Nevin Jones, Floyd County Schools
W. Jerry Rochelle, Dalton City Schools
Dorothea Goodloe, Clarke County Schools
Sylvia R. Pound, Polk County Schools
Marguerite Cline, Cherokee County Schools
Gwendolyn Mundy, Hall County Schools
Jerry Cleveland, GLRS, North Georgia Center
Emily Anthony, Northeast Georgia Regional Library
William E. Hug, University of Georgia
Bettye Thompson, Georgia Association of Educators
Jane Bandy Smith, Georgia Association for Instructional Technology

Area VI Membership and Agency Affiliation:

George W. Pope, III, Jenkins County Schools
Terry Cheek, Screven County Schools
Elizabeth L. Johnson, Richmond County Schools
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Tom P. Hutcheson, Vidalia City Schools
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Faye Waugh, GLRS, Southeast Center
Jim L. Darby, Brunswick-Glynn County Regional Library
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Tom W. Wommack, Colquitt County Schools
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Area III Membership and Agency Affiliation:

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Arthur Forehand, Crisp County Schools
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Leroy C. Childs, West Georgia Regional Library
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Area IV Membership and Agency Affiliation:

Moses C. Norman, Sr., Atlanta City Schools
Snell Mills, DeKalb County Schools
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Venable Lawson, Emory University
Mary Jo Boyd, Library Services Construction Act Council
Beth Johnson, School & Children's Division/GLA

Area V Membership and Agency Affiliation:

Tommy Guillebeau, Polk County Schools
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Nancy Beasley, Cartersville City Schools
Marguerite Cline, Cherokee County Schools
Gwendolyn Mundy, Hall County Schools
Emily Anthony, Northeast Georgia Regional Library
William E. Hug, University of Georgia
Bettye Thompson, Georgia Association of Educators
Jane Bandy Smith, Georgia Association for Instructional Technology

Area VI Membership and Agency Affiliation:

George W. Pope, III, Jenkins County Schools
Terry Cheek, Screven County Schools
Elizabeth L. Johnson, Richmond County Schools
Judy R. Bennett, Emanuel County Schools
Faye Outlaw, Telfair County Schools
Joe Owens, Baldwin County Schools
Wanda J. Calhoun, Augusta Regional Library
Katherine Davis, Georgia College

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Area I Membership and Agency Affiliation:

Rufus L. Akins, Jr., Tattnall County Schools
Grace Burke, Chatham County Schools
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Pat Stoner, Appling County Schools
Johnnie Mae Welch, Wayne County Schools
Edna Adkins, School & Children's Division/GLA
Susan N. Roberts, Okefenokee Regional Library
Jack Bennett, Georgia Southern College

Area II Membership and Agency Affiliation:

Tom W. Wommack, Colquitt County Schools
Franklin Pinckney, Waycross City Schools
Barbara W. Coburn, Dougherty County Schools
Evelyn M. Balkcom, Early County Schools
Maitland Adams, Grady County Schools
Cuba McKay, GLRS, South Georgia Center
Ruth Marshall, Southwest Georgia Regional Library
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Area III Membership and Agency Affiliation:

Arthur Forehand, Crisp County Schools
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Mary Jane Davis, Carroll County Schools
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Priscilla Bennett, West Georgia College

Area IV Membership and Agency Affiliation:

Moses C. Norman, Sr., Atlanta City Schools
Snell Mills, DeKalb County Schools
Diane D. Myers, Fulton County Schools
Vernistine B. Murphy, Clayton County Schools
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Russ Everson, Gwinnett County Schools
Mary Louise Rheay, Cobb County Public Library
Jane Morgan, Georgia Library Association
Margaret B. Kerr, Emory University
Mary Jo Boyd, Cobb County Schools

Area V Membership and Agency Affiliation:

S. H. Sanders, Oconee County Schools
Sam Burrell, Rome City Schools
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Nancy Beasley, Cartersville City Schools
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Eugenia Cavender, Dalton Regional Library
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Area VI Membership and Agency Affiliation:

George W. Pope, III, Jenkins County Schools
Larry Waldrep, Laurens County Schools
Elizabeth Johnson, Richmond County Schools
Judy R. Bennett, Emanuel County Schools
Faye Outlaw, Telfair County Schools
David Wilson, Ocmulgee Regional Library
Katherine Davis, Georgia College

DEFINITIONS

Media

The print and audiovisual materials and equipment used in support of the instructional process. Instructional media incorporates hardbound books, softbound books, magazines, newspapers; duplicating equipment and materials; laboratory equipment and materials; audiovisual equipment and materials (audio and video recordings, transparencies, filmstrips, and films); microcomputer hardware and software; instructional television; comprehensive learning systems (may include a variety of equipment and materials); self-instructional materials; teacher-made materials, and any other materials and equipment that can be utilized in the delivery of instruction.

Paraprofessional

As defined in the Quality Basic Education Act (1985), "paraprofessional means a person who may have less than professional-level certification who relates in role and in function to a professional and who does a portion of the professional's job or tasks under the supervision of a professional and who has some decision-making authority, limited and regulated by his relationship with the professional".

Community

Parents and other individuals, business and industry, organizations and agencies impacting and impacted by the educational program.

THE ROLE OF THE SUPERINTENDENT

The superintendent's leadership is the primary force in establishing effective and efficient media programs. In this role the superintendent

- establishes expectations for the media program and media personnel;
- assigns responsibility for the development/revision of the local instructional media and equipment (IM&E) policy and procedures;
- presents the IM&E policy/procedures to the local board for approval;
- interprets state media policies;
- interprets and implements standards related to media;
- budgets adequately for school media services and operation of media centers;
- facilitates recruitment and employment of qualified, certified media personnel and licensed paraprofessionals;
- provides for media facilities improvement;
- encourages principals to promote instructionally-related media services;
- provides guidelines to principals for media program and personnel evaluation;
- appoints the systemwide media committee;
- serves or designates a representative to serve on the systemwide media committee;
- appoints a System Media Contact Person;
- appoints media professionals to curriculum and textbook selection committees;
- interprets the goals and activities of the systemwide media program to the community;
- encourages implementation of new technological developments within the educational process;
- facilitates staff development opportunities for all local educators to improve their knowledge and skill in utilizing technological developments;
- acts for the local board, as requested, in matters dealing with compliance with the federal copyright law.

THE ROLE OF THE SYSTEM MEDIA CONTACT PERSON

The system media contact person (SMCP) is designated by each local superintendent on an annual basis to serve as liaison between the local education agency and the Georgia Department of Education. In systems where a media coordinator is employed, that person usually assumes these responsibilities. In many Georgia school systems SMCPs fill another role in the system such as curriculum director or school media specialist. The system media contact person

- assists with the organization of media committees at the building level;
- distributes other media-related information or materials to all schools and/or appropriate personnel in the system;
- chairs the systemwide media committee;
- distributes the Division of Instructional Media Services' monthly newsletter (Media Memo) to school media specialists;
- assists media committees in developing or revising local instructional media and equipment policy, defining media goals and developing comprehensive media plans;
- directs the completion of the biennial Instructional Resources Survey and compiles and submits the systemwide report;
- coordinates the annual order for instructional television schedule books and teacher manuals;
- coordinates use of and requests for duplication of state-provided video and audio resources;
- assists local personnel in planning for participation in video teleconferences;
- maintains awareness of copyright provisions and furnishes related information to system personnel;
- attends the annual statewide conference for system media contact persons;
- serves as or cooperates with the system's technology contact person in implementation of instructional technological innovations or improvements;
- encourages utilization of technology in media center management;
- coordinates system participation in previewing, screening and evaluating of instructional materials.

THE ROLE OF THE MEDIA COORDINATOR

The media coordinator is usually a systemwide administrator who is concerned with all aspects of the media program and media services in every school. Successful coordinators must be knowledgeable professionals, good communicators, careful planners, and skillful motivators. In this role, the media coordinator

- coordinates the development of the instructional materials and equipment policy and implementation procedures;
- assumes responsibility for the implementation of media standards;
- develops and administers systemwide media services;
- develops and administers the budget for media programs;
- seeks adequate funding for systemwide media services;
- coordinates immediate and long range planning for media services;
- serves on or chairs the systemwide media committee;
- plans and provides staff development activities for media personnel;
- assists principals in selecting qualified media personnel and in establishing personnel assessment criteria;
- consults with school media personnel;
- serves as media liaison between the system and the Georgia Department of Education;
- consults with administrative, instructional and media personnel in media program development, facilities design and personnel training;
- evaluates systemwide media programs and assists with the evaluation of building media programs;
- coordinates the selection of media based on the needs of the instructional program;
- selects and secures materials appropriate for system-level collections;
- motivates media personnel to incorporate innovations and implement new technologies;

THE ROLE OF THE MEDIA COORDINATOR

(Continued)

- coordinates distribution of media-related information or materials from various sources to all schools and appropriate personnel in the system;
- insures accessibility to copyright information for all system personnel;
- provides assistance to building media committees;
- interprets the media program to the community and system personnel;
- maintains current awareness of media-related research and technological developments;
- encourages networking within the local system or with other systems;
- encourages cooperative activities with other information and educational agencies;
- provides statistical information about the media program;
- participates in professional media and educational organizations;
- communicates purchasing options for software and hardware to system personnel;
- encourages and assists with incorporating computer technology in management of building and system media programs;
- provides assistance in integrating media skills instruction into classroom activities;
- guides media specialists in requesting, training, supervising, and evaluating paraprofessionals or aides;
- assists in planning for renovation or new construction of media facilities, assuring compliance with state guidelines.

THE ROLE OF THE CURRICULUM COORDINATOR

(Curriculum Director, Director of Instruction, etc.)

Since a primary purpose of the media program is to support and enrich the instructional program, the curriculum director can insure maximum benefit is gained from media services. Structuring processes that result in cooperative curriculum development and revision, correlation of media resources with curriculum objectives and encouragement of teachers in planning with media specialists for classroom instruction are all critical to effective instructional/media interface. In fulfilling this role, the curriculum director

- promotes effective use of media and technology in curriculum implementation at the system and building levels;
- organizes process to correlate the system's curriculum objectives with available media;
- assists the system media committee and the building-level media committees in identifying resources for specific content areas;
- encourages media-related staff development opportunities for instructional staff;
- provides input to the selection of media based on the needs of the instructional program and the individual users;
- encourages the use of technology in meeting curricular needs and providing individualized instruction;
- serves on the systemwide media committee;
- consults with other personnel in media program development, resource utilization and facilities design;
- assists in the evaluation and utilization of instructional media in relation to the systemwide curriculum;
- encourages use of relevant media resources coordinated with instructional objectives and teaching strategies;
- promotes the integration of media skills instruction with classroom instruction;
- interprets the relationship of media and the curriculum to the community;
- encourages cooperation between media specialists and classroom teachers.

THE ROLE OF THE SYSTEM MEDIA COMMITTEE

The Georgia Board of Education requires "...a process for identifying media committees, at the system and school levels, composed of administrators, media specialists, teachers, students and community representatives...". This committee, appointed by the local superintendent, bases its actions on the system's established curriculum and educational goals and objectives. It functions in an advisory capacity to the superintendent and through that position to the local board of education, as well as to the building-level committees. In its role, this committee

- recommends local media policies and implementation procedures based on state policies and standards;
- evaluates media policies and procedures periodically and recommends revisions as needed;
- analyzes instructional goals and establishes related media program objectives and priorities;
- analyzes applicable state and regional standards to determine program guidelines;
- assesses systemwide media program needs, availability of resources and adequacy of personnel;
- reviews priorities for media budget proposal and recommends budget allocations;
- suggests immediate and long range media program development activities;
- establishes procedures relating to the selection and evaluation of media;
- considers objections to materials or media center procedures;
- plans for new technology to be incorporated into the media and instructional programs;
- recommends procedures to increase copyright compliance;
- responds through established procedures to formal complaints regarding challenged materials;

THE ROLE OF THE SYSTEM MEDIA COMMITTEE

(Continued)

- cooperates in identifying media and technology-related staff development needs and seeks opportunities to address those needs;
- encourages cooperative planning between administrative, instructional and media personnel;
- establishes procedures to insure accessibility to all types of traditional and newer media;
- establishes and maintains cooperation with other local agencies;
- communicates media-related information to schools and the community;
- evaluates systemwide media services and recommends modification as appropriate.

THE ROLE OF THE PRINCIPAL

The principal, as the instructional leader of the school, facilitates the process through which instructional and media personnel cooperatively plan and implement the educational program to meet learner needs. This process combines the media and instructional programs as the school community moves toward common goals. In this role, the principal

- assures implementation of state and system policies and procedures;
- reviews building-level media policies and procedures;
- encourages teachers to incorporate media services into the instructional program;
- interprets the building media program to the superintendent, parents and the lay community;
- recommends qualified, service-oriented media personnel for employment;
- provides opportunities to personnel to continue professional growth;
- allocates adequate funds for instructional resources and equipment;
- confers with the media coordinator in evaluating the media program;
- establishes a working relationship with the media coordinator where applicable;
- appoints the building media committee;
- meets regularly with the building media committee;
- encourages open scheduling for the media center in order to provide student access at time of need;
- provides time for, and encourages, teacher/media specialist planning;
- supports use of and provides paraprofessionals to assume routine, essential media services when available;
- encourages professional staff to be involved in the selection of new media and technology;
- supports and encourages innovative strategies and the incorporation of new technology into teaching and learning activities;

THE ROLE OF THE PRINCIPAL

(Continued)

- evaluates media personnel by clearly established and relevant criteria;
- promotes cooperation with other informational agencies such as public libraries, GLRS Centers, etc.;
- assists in planning media facilities development and/or adaptations;
- maintains awareness of media program goals, needs, and outcomes through regular conferences with media personnel.

THE ROLE OF THE SCHOOL MEDIA SPECIALIST

The media specialist participates as a member of the instructional team, planning with the administrator and teachers to identify, select and provide the best resources to meet learner needs. The media specialist must insure a unified media program which is effectively managed, instructionally-related and accessible to all. In this role, the media specialist

- coordinates the building media committee;

- implements media policies and standards by:

  recommending building media policies and implementation procedures in line with system policies and procedures;

  planning the school media program with guidance from the building media committee;

- participates in curriculum development and implementation by:

  serving on curriculum and textbook committees;

  assisting teachers in designing and developing instructional materials;

  recommending media and technology based on the needs of the instructional program and the individual users;

  planning with the instructional staff to integrate media skills instruction with classroom content;

  producing locally designed materials for, and with, students and instructional staff;

- manages and insures accessibility to media resources, equipment, and facilities by:

  selecting media based on the unique needs of the instructional program and the individual users;

  coordinating the acquisition, processing, organization, circulation, maintenance and inventory of resources;

  incorporating technology into media management functions in order to minimize time required for routine activities and insure maximum access to resources;

  evaluating media services with administrative and instructional staff and modifying as appropriate;

  informing users of media center services and resources;

THE ROLE OF THE SCHOOL MEDIA SPECIALIST

(Continued)

- creates and fosters a climate that motivates effective utilization of media facilities, resources, and services;

- maintains awareness of new developments in technology and provides relevant information to teachers and administrators by:

  planning and providing media and technology-related staff development activities for teachers;

  implementing and evaluating the utilization of instructional innovations and related educational technology;

  assisting students and teachers in using new technologies;

- seeks opportunities to increase professional skills through:

  reading, study, and staff development activities;

  participating in professional media and educational organizations;

- communicates and coordinates media program and services by:

  informing the principal, on a regular basis, about media program objectives, needs and outcomes;

  assisting the media coordinator or system media contact person in planning systemwide program development;

  conferring with the media coordinator or system media contact person in planning the building media program;

  developing media budget proposals based on recommendations of the building media committee;

  interpreting the media program to students, faculty, administration and the community;

  cooperating with other information and education agencies;

  providing access to resources available through other local agencies or individuals by maintaining a community resource file;

- assists in selection of media center paraprofessionals or aides;

THE ROLE OF THE SCHOOL MEDIA SPECIALIST

(Continued)

- adheres to federal copyright law/guidelines and system policy by:

  planning procedures with media committee and informing school community;

  providing non-state supplied instructional materials in accord with the federal copyright law/guidelines and the system policy;

  erasing state-provided video programs as directed by Division of Instructional Media Services; erasing other programs in accord with copyright guidelines for off-air recording;

  coordinating copyright clearance, when requested and available, with the person designated in the systems' instructional media and equipment policy.

THE ROLE OF THE INSTRUCTIONAL STAFF

The instructional staff is responsible for planning learning activities and evaluating student progress. Since media is an integral part of any learning activity, it is important for teaching staff to stay abreast of available resources and effective utilization techniques. The instructional staff

- correlates media with established learning and test objectives;
- integrates media into every content area;
- promotes continuous, purposeful use of media resources and services by classes, individuals and small groups;
- demonstrates an active interest in recommending materials, particularly those related to subject expertise;
- demonstrates creative use of a variety of media and technology in classroom instruction;
- plans activities to develop intelligent users of information sources and critical readers, viewers and listeners;
- varies teaching strategies and materials to accommodate different ability levels and learning styles;
- identifies the need for student instruction in media research/reference skills and integrates these skills into assignments within specific content areas;
- serves on the building media committee when appointed;
- plans with the media specialist in developing class activities and designing, producing instructional materials;
- demonstrates effective operation and utilization of instructional equipment;
- seeks opportunities for professional growth in the use of instructional media;
- identifies the need for student instruction in media production, information retrieval, and technology utilization skills and incorporates them into content instruction;
- cooperates with the media specialist to maintain desired student behavior in the media center;
- encourages students to expand inquiry techniques and to seek alternative methods of obtaining and reporting information.

THE ROLE OF THE BUILDING MEDIA COMMITTEE

The building media committee addresses media concerns at the school level and provides input to the system media committee. Members of this committee should include an administrator, a media specialist, and representatives for teachers, students, and the community. Since the role and structure of each committee is defined by learner needs and the school's instructional program, committee composition may differ from school to school, even within the same system. The building committee

- develops procedures for implementing the system's instructional media and equipment policy;
- analyzes instructional goals at the system and building levels;
- establishes media program objectives and priorities based on instructional goals;
- develops immediate and long range plans for the media program;
- recommends priorities for media budget proposal;
- participates in evaluating and modifying media services;
- assesses available media resources as related to instructional needs;
- recommends media policy revisions;
- establishes procedures for the participation of the total school community in media selection;
- recommends procedures that insure accessibility to media services for all;
- encourages cooperative planning among administrative, instructional and media personnel;
- responds to formal challenges regarding materials used in the school through an established procedure;
- recommends procedures to increase copyright compliance;
- assists in identifying, and planning media or technology-related staff development activities;
- provides information to the school and community about available resources and services;
- recommends procedures for establishing and maintaining cooperation with other agencies, i.e., public library;
- recommends applications of technology for inclusion in the media and instructional programs.

THE ROLE OF THE MEDIA PARAPROFESSIONAL

In the media program, paraprofessionals assume responsibilities designated by the media specialists which assure smooth media center operation and services while enabling the media specialist to devote more time to professional services activities such as planning with teachers for maximum utilization of resources in instruction or incorporating information skill instruction into course content. In this role, the media paraprofessional

- assumes responsibility for operation of the media center and supervision of students in the approved absence of the media specialist;
- operates and maintains media-related equipment;
- assists in training volunteers;
- assists in producing, mounting and laminating materials;
- assists students and staff in utilizing and operating equipment;
- supervises small groups of students in retrieving materials, finding information or other activities;
- repairs print and nonprint materials;
- processes materials according to established procedures;
- explains location and arrangement of resources to students and staff;
- assists students and staff in use of the catalog to the center's resources;
- prepares reports as directed;
- prepares and assembles materials for classroom use;
- assists in borrowing materials from other collections;
- prepares displays and bibliographies from preselected items.

THE ROLE OF THE MEDIA AIDE

As defined in the Quality Basic Education Act (1985), "aide means a person who may have less than professional training and who takes no independent actions and has no decision-making authority but performs routine tasks assigned by higher certificated personnel". In the media program, aides perform routine tasks which are essential in operation and maintenance of media centers, as directed by the media specialist. In this role, the media aide

- types and processes correspondence, reports, orders, circulation and catalog cards;
- operates the circulation system and compiles circulation records;
- files catalog cards, vertical file material, and order cards;
- assists in inventorying materials and equipment;
- assists in all phases of materials processing;
- reshelves and maintains correct order of returned materials;
- prepares current periodicals for shelving and maintains collection of back-dated issues;
- assists in maintaining an orderly, neat, and attractive atmosphere in the media center;
- assists students in locating references and operating instructional equipment;
- assists in preparing and maintaining media center displays;
- operates microcomputers and other business or production equipment as needed in media center administration.

THE ROLE OF THE COMMUNITY

The community is defined as a composition of individuals, cultural and informational agencies, organizations, business, and industry. Since the community is the environment in which the student interacts, it has a unique role in the educational process. Community use of school resources and school use of community resources are beneficial to both the community and school. Involving community members in planned and coordinated volunteer activities contributes to achievement of instructional objectives and educational enrichment. In its role, the community

- stimulates awareness of available media resources and services through existing informational channels;
- provides assistance in planning for the use of media in development of student skills necessary for employment in the community;
- provides constituents for appointment to media planning committees;
- influences media-related legislation and funding;
- promotes positive attitudes toward the utilization of a variety of resources in the educational process;
- provides information and services, i.e., resource speakers, field trip sites;
- encourages cooperative activities among community agencies;
- provides pertinent information on new technological developments that can enhance the teaching/learning process and management techniques in the school system.

Federal law prohibits discrimination on the basis of race, color or national origin (Title VI of the Civil Rights Act of 1964); sex (Title IX of the Educational Amendments of 1972 and Title II of the Vocational Education Amendments of 1976); or handicap (Section 504 of the Rehabilitation Act of 1973) in educational programs or activities receiving federal financial assistance.

Employees, students and the general public are hereby notified that the Georgia Department of Education does not discriminate in any educational programs or activities or in employment policies.

The following individuals have been designated as the employees responsible for coordinating the department's effort to implement this nondiscriminatory policy.

Title II — Ann Lary, Vocational Equity Coordinator
Title VI — Peyton Williams Jr., Associate Superintendent of State Schools and Special Services
Title IX — Myra Tolbert, Coordinator
Section 504 — Jane Lee, Coordinator of Special Education

Inquiries concerning the application of Title II, Title VI, Title IX or Section 504 to the policies and practices of the department may be addressed to the persons listed above at the Georgia Department of Education, Twin Towers East, Atlanta 30334; to the Regional Office for Civil Rights, Atlanta 30323; or to the Director, Office for Civil Rights, Education Department, Washington, D.C. 20201.

Division of Instructional Media Services
Office of Instructional Services
Georgia Department of Education
Charles McDaniel
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